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ABSTRACT

This report presents an evaluation of the Educational Leadership Enhancement Grant Program, (ELEGP), established in 1992 by the Florida legislature to support projects designed to strengthen the professional preparation of women and minorities for leadership positions in public higher education institutions in the state. During 1993-94 six projects were awarded grants totaling $100,000, representing nine institutions statewide and serving 86 selected faculty and administrators. These programs included career counseling, supplemental training and educational opportunities, and mentoring. An evaluation of the programs found that participants reported overwhelmingly that their experience in ELEGP enhanced their professional confidence, as well as their leadership, communications, administrative, financial, and legal skills. Eight participants reported that ELEGP contributed to their advancement and promotion, and three reported that they had begun a doctoral program as the result of the professional encouragement of ELEGP. An appendix provides demographic data on institutional and individual participants, the ELEGP legislative statute, a copy of the participant evaluation form, and four participant mini-case studies. (MDM)

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ED 389 237

EDUCATIONAL LEADERSHIP ENHANCEMENT GRANT PROGRAM

A Statewide Evaluation of Florida's

EDUCATIONAL LEADERSHIP ENHANCEMENT GRANT

A Leadership Enhancement Program for Women and Minorities in Higher Education Administration

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Annual Report: 1993-94 Program

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EDUCATIONAL LEADERSHIP ENHANCEMENT

GRANT PROGRAM

Annual Report: 1993-94 Program

Prepared by the
Hardee Center for Women in Higher Education
for
The Advisory Committee of the
Educational Leadership Enhancement Grant Program
and the
Florida Department of Education, Tallahassee, Florida 32399

October 1995

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PROGRAM SUMMARY

The Florida Legislature has demonstrated a serious commitment to enhancing the advancement of women and minorities into the senior-levels of higher education administration. The Educational Leadership Enhancement Grant Program (ELEGP) was established in 1992 by the Florida State Legislature pursuant to section 240.4989, Florida Statutes. It was first implemented in 1993. The primary objective of the ELEGP is to support projects designed to strengthen the professional preparation of women and minorities for leadership positions in public higher education institutions in Florida. The demonstrable advancement of women and minorities in mid-level and senior-level administration is a primary objective.

Florida community colleges and state universities are encouraged to submit proposals for a consortium, however, individual institutions are also considered. Project grants are awarded competitively to institutions or consortia which demonstrate innovative design in career counseling, supplemental education and training opportunities, and mentoring.

The 1993-94 cohort of ELEGP institutions and consortia consisted of:

Project Title	***Institution***
LEAP: Leadership & Advancement Program	Broward Community College Florida Atlantic University Palm Beach Community College
Leadership Hallmark in Higher Education: Forging the Future	Florida International University Miami-Dade Community College
Mentor Leadership Project	University of Florida
Presidential Leadership Fellows Program	University of North Florida
Women and Minority Leadership Institute	Florida Community College at Jacksonville
LEG-UP: Leadership Enhancement Grant	University of Central Florida

Summary of 1993-94 Projects

- **Six projects** were awarded grants representing **nine institutions** statewide. Four projects were carried out at individual institutions, while two projects were consortia combining responsibilities and interests of community colleges with a state university.

- In addition to **eighty-six selected participants**, project grants also served other faculty and administrators on each campus by offering leadership seminars and workshops open to the campus.

- **Seventy-five senior-level** faculty and administrators served as mentors to grant participants.

- Of those participants served by these projects:
  - 32% were African-American
  - 8.5% were Hispanic
  - 2.5% were Asian-American
  - 85% were Female

- **Three participants reported admittance to doctoral programs** as a result of the counseling, experience and support provided by the ELEGP.

- **Eight participants obtained promotion/advancement** within four months of program completion. *(See appendix for selected case studies)*

- One Project Director gained promotion while working with the ELEGP.

- The Board of Trustees and President of one institution recognized the value of this leadership opportunity and have granted preferential consideration for ELEGP participants applying for internal positions.

- Some institutions have recognized ELEGP participation as producing a pool of candidates prepared for advanced leadership roles.

- The ELEG Program received **national recognition**:
  One institution was recognized as an award-winning project by Women in Higher Education. Also, leaders of one consortium made a presentation of their project at the national conference of National Association of Women Educators.

EVALUATION SUMMARY

With the approval of the ELEGP Advisory Committee, the Hardee Center designed an evaluation format for each institution and a Participant Evaluation Form (see Appendix). At the conclusion of the 1993-94 grant period institutions were requested to submit a final report following the prescribed evaluation format.

Participant Evaluation Forms were distributed to project leaders at each institution with the request to distribute to every participant. Participants were requested to return the evaluation form directly to the Hardee Center. This form proved to be a valuable tool in obtaining descriptive evaluations of actual and perceived project characteristics and outcomes.

The following is an analysis and synthesis of the evaluations of institutions and participants.

Dr. Barbara Mann, Director
Sandi M. Smith, Graduate Assistant for Grant Administration

Overview of Findings

Institutions and participants found the following to be positive outcomes of the Educational Leadership Enhancement Grant Program:

- developing leadership skills such as motivating, challenging and organizing self and others, interpersonal communications, greater proficiency in team leadership, problem-solving and decision-making, versatility, adaptability, resiliency, mediation of various points of view, contributing to pluralistic workforce.
- networking (awareness, interaction, cooperation, establishing future resources) with colleagues at other institutions.
- opportunity for professional socialization, not only within one's own campus, but, also statewide.
- broadened perspective of a campus, and higher education in general.
- interaction and cooperation between disciplines and offices usually unconnected within a campus.
- building trusting relationships that are crucial to the success of any organization.
- experience and exposure to areas of higher education administration unfamiliar to participants (introduced different areas as viable career options).
- legal, fiscal, management, communication, governance, and political awareness.
- enhanced networking skills and a broader perspective of leadership issues and responsibilities through attending meetings with mentors.
- enhanced self-esteem and professional confidence.
- valuable professional development for the mentors as well as the participants.
- effective cooperation between community colleges and state universities.

FINDINGS

Request for Proposals

All of the institutions reported that the dissemination and routing of the Request for Proposals (RFP) from the Department of Education was effective. Most of the institutions suggested that the RFP be routed through an institution's Office of the President; however, one institution suggested it be routed directly to the Office of the Vice President of Academic Affairs. Project Directors and Institutional Representatives were split between campus offices of Equal Opportunity/Affirmative Action and offices of Academic Affairs. Institutional reports suggested that the Office of Postsecondary Education Coordination at the Florida Department of Education maintained excellent correspondence and a good sense of rapport with the participating institutions.

Participant Selection

A summary of the participant selection process within institutions suggests that most potential participants were notified through campus-wide announcements. The project directors reported to a wide variety of campus offices. Participants suggested that more time be allowed between the announcement and the time participant proposals are due for the selection process. Most institutions indicated that they had assembled an ad-hoc committee to conduct a review and selection of participants.

Retention of Participants

The retention rate for participants completing the program was excellent. Institutional reports and participant evaluations indicated that this unique opportunity was tremendously valuable and the relationships with mentors, co-participants, and colleagues state-wide impacted their commitment and retention.

PROGRAM COMPONENTS

The three primary ingredients of the grant projects were career counseling, supplemental education/training opportunities, and mentoring.

Career Counseling

Most of the projects did not have structured implementation of career counseling, many of the participants considered their interactions with mentors as providing the function of career counseling. And many considered attending seminars, workshops, the Commissioner's Roundtable, and interactions with colleagues at other institutions as valuable career counseling components.

One participant suggested that a workshop or individual appointments with a professional career counselor would have been valuable. Many participants indicated that as a result of participating in the ELEGP they had a much broader perspective of other career opportunities, career mapping, and required educational attainment.

Supplemental Educational and Training Opportunities

All of the institutions implemented creative opportunities for supplemental education and training. One community college facilitated the opportunity for its participants to take graduate-credit coursework at a state university. One institution provided day-long special leadership topic sessions every two weeks. Another institution initiated six luncheon colloquia. Another invited selected participants to a two-day leadership retreat. Others provided scheduled seminars and workshops presenting unique leadership enhancement topics.

Many of the participants suggested that the Commissioner's Roundtable was a tremendously valuable learning experience. Not only did they attend seminars on practical leadership topics, but they also observed a broader perspective of higher education state-wide. Participants suggested that they gained the most from discussions on political and financial issues in state higher education.

Participants reported the value of being provided a suggested reading and resource list of articles, books, journals, and The Chronicle of Higher Education. Participants indicated that dissemination of current articles, announcements and newsletters was extremely valuable to them. Following is a list of seminar and workshop topics initiated by ELEGP projects statewide.

Collegiality
Unveiling the mystique of academic administration
Budget management
Breaking the ubiquitous glass ceiling
Strategies for seeking consensus when working with interdisciplinary teams
Strategic planning
Implementation of total quality management practices
Practical approaches to the human side of management
Mentoring process in the academic setting
Innovative programs for minority students and faculty
Role and scope of the Office of Equal Opportunity Programs
Budgeting in the State University System of Florida
Community expectations: the university and the urban community

Educational leadership enhancement from the perspective of an Hispanic, female university president
Relationships with local media
Public speaking
Speech writing
Presentation skills

Mentoring

The mentoring component of the grant projects was often the most significant in terms of time commitment and perceived outcomes. However, some institutions did report a less than successful mentoring component, and suggested that guidelines should be established in order to structure a more effective relationship between mentor and mentee. Institutions reported significant support and participation from senior-level faculty and administrators. Participants reported that they experienced unique opportunities to interact with senior-level higher education officials on their own campus, at consortia campuses, and state-wide. They indicated they would not have had these opportunities without the ELEG program.

On one campus, participants attended meetings with the President and his telephone conferences with Board of Regents and staff, the State University System Chancellor and the Council of Presidents. Some institutions initiated "shadowing" relationships and internship programs, while others structured working projects for mentor/mentee to work on together. Participants reported mentors inviting them to meetings which provided opportunities to substantially increase networking relationships across disciplines and units on campus, and with colleagues at other institutions. Some suggested that mentors appeared proud to introduce a "protege" to colleagues. Mentors reported that their participation in ELEGP strengthened professional skills for them also.

Stated Goals

Generally, all institutions reported meeting all stated goals. One institution reported that its mentoring component was not as effective as expected due to time constraints and lack of guidelines for structuring the mentor/mentee relationship. Another institution had proposed that its participants get Directed Independent Study (DIS) course credit for individual projects, however, later found that State Tuition Waivers cannot be applied to DIS coursework. Other institutions reported that they had exceeded their stated goals, and found that the personal and professional outcomes for participants, the institution, the state, and the community far exceeded expectations.

Outcomes

Participants reported overwhelmingly that their experience in the ELEGP enhanced self-concept and professional confidence. Some indicated that just being selected in a competitive process enhanced their self-esteem and perspective of their professional potential.

All participants reported professional enhancement of skills. Leadership skills, communication and human relations skills, administrative, financial, and political skills, and job specific skills were practical outcomes of participant experience.

One of the most significant outcomes reported is the opportunity for networking, professional collaboration, and improved colleague relationships. Whether it was within the mentoring relationship, or the interaction with others at seminars and workshops, most of the participants reflected on the value of these enhanced relationships to their professional potential. Exposure to senior-level administrators, participants across disciplines and peers at other campuses, and supportive-collaborative interactions with colleagues have contributed to professional enhancement.

Another valuable outcome for institutions and the state is the relationships that have been formed between consortium institutions, between community colleges and state universities, between senior and mid-level employees, among disciplines and units and between colleagues state-wide.

Some participants reported that a financial seminar at the Commissioner's Roundtable was the most valuable ingredient of the ELEGP. Others reported a community service project initiated by their ELEGP cohort as personally and professionally rewarding. And still others reported that as a result of hands-on experience and tremendous support of a mentor they have begun doctoral studies.

Advancement/Promotion

Eight participants have reported that the ELEGP has contributed to their advancement or promotion.

Three participants reported that they have begun doctoral studies as a result of the hands-on experience and professional encouragement from mentors.

One Project Director gained a promotion while working with the ELEGP.

Recommendations

Recommendations gathered from institutional and participant evaluations suggest:

- accommodating participation of faculty who work a nine-month contract by modifying the ELEG Master Schedule in order to operate consistently with the school year (September through April). *(Note: The schedule has been changed for subsequent grants)*

- modifying the Master Schedule in order to provide an appropriate time frame for the RFP and evaluation materials to be addressed effectively by institutions. Allow a minimum of 8-weeks from the time the RFP is *received* on campuses until the proposal deadline.

- encouraging projects to clearly articulate expectations and responsibilities of mentors. Providing an orientation session with all mentors would provide opportunity for expressing these expectations, and facilitating some degree of consistency of experience for participants.

- using previous participants in the selection process of subsequent participants, and as peer mentors, will establish participants as valuable resources on campus.

- establishing a "Participant Agreement" in order to articulate expected commitment and outcomes of participants.

BUDGET SUMMARY

The State of Florida appropriated $100,000 for the Educational Leadership Enhancement Grant Program for 1993-94. Grants were awarded to the following institutions and consortia.

Broward Community College Florida Atlantic University Palm Beach Community College	$ 15,000
Florida International University Miami-Dade Community College	$ 15,000
Florida Community College at Jacksonville	$ 15,000
Hardee Center for Women in Higher Education at Florida State University	$ 10,000
University of Central Florida	$ 15,000
University of Florida	$ 15,000
University of North Florida	$ 15,000

APPENDIX

Table of Participants

Chart of Participants

Legislative Statute

Participant Evaluation Form

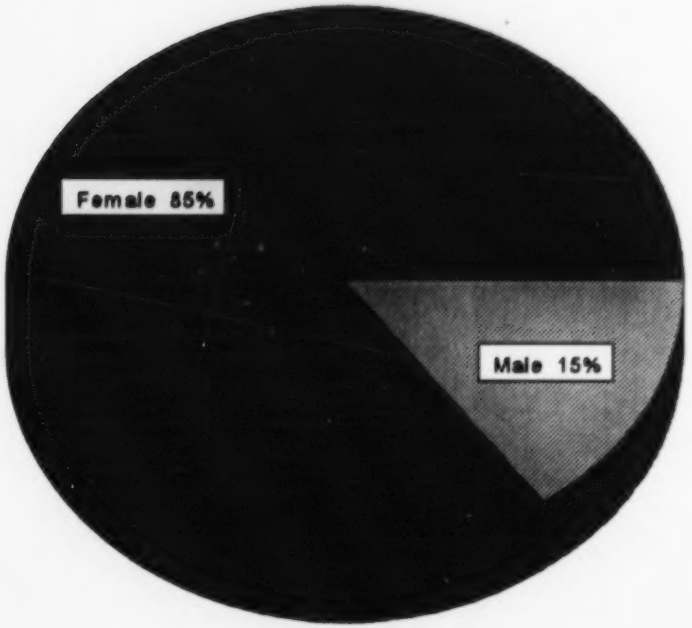
Participant Mini Case Studies

1993-94 ELEGP COHORT
Table of Participants

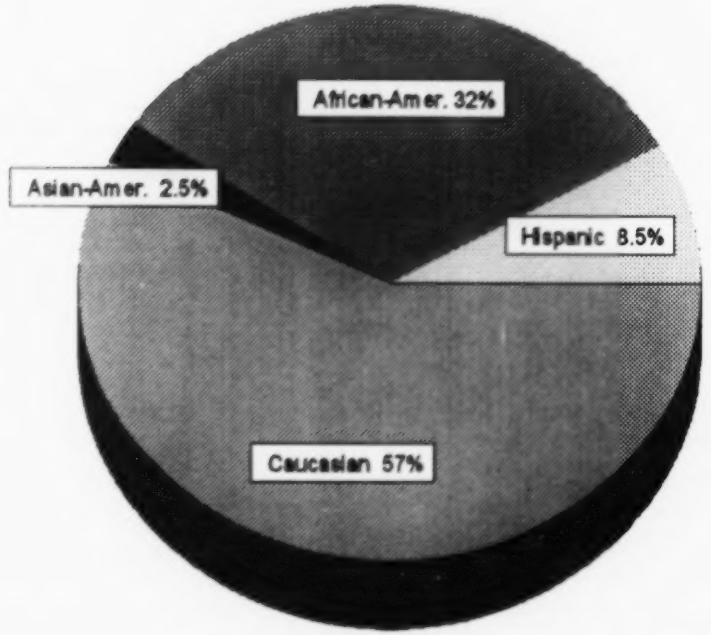
Institution/ Consortium	Female	Male	Caucasian	African-American	Hispanic	Asian-American	TOTAL
Broward CC FAU Palm Beach CC	7	2	6	3	~	~	9
FCCJ	28	6	19	13	~	2	34
FIU Miami-Dade CC	18	2	10	6	4	~	20
UCF	4	~	2	2	~	~	4
UF	9	1	6	1	3	~	10
UNF	7	2	6	2	1	~	9
TOTAL	73	13	4	27	7	2	86

1993-94 ELEGP Participants

Gender



Race / Ethnicity



240.4989 Educational leadership enhancement grant

(1) State universities and public community colleges may submit proposals for educational leadership enhancement grants to the Commissioner of Education. Proposals shall be funded competitively.

(2) To be eligible for funding, proposals must create programs designed to strengthen the academic and professional coursework or executive management preparation of women and minorities.

(3) Each proposal must include specific measurable goals and objectives.

(4) The State Board of Education may adopt any rules necessary to implement the provisions of this grant program.

(5) The grant program shall be implemented to the extent funded in the General Appropriations Act.

HISTORY. – s. 29, ch. 92-321.

EDUCATIONAL LEADERSHIP ENHANCEMENT GRANT
FINAL REPORT
1993-94

Participant Evaluation Form

Deadline: March 10, 1995

_____

(Institution)

I. SELECTION

1. Describe how you heard about the ELEG program on your campus.

2. Indicate how you were selected to be a participant in the program.

3. What suggestions would you make for changing this process?

II. ADMINISTRATION

1. How would you describe the strengths of how this program was administered on your campus?

2. How would you describe the weaknesses of how this program was administered on your campus?

III. PROGRAM

1. What creative or innovative approaches did this program use to provide you with **career counseling**?

Rate the success of your career counseling experience.

Excellent	Very good	Good	Fair	Poor

2. What creative or innovative approaches did this program use to provide you with **supplemental educational opportunities** (e.g. training, workshops)?

Rate the success of your supplemental educational opportunities.

Excellent	Very good	Good	Fair	Poor

3. What creative or innovative approaches did this program use to provide you with **mentoring**?

Rate the success of your mentoring experience.

Excellent	Very good	Good	Fair	Poor

4. Indicate which experiences related to this program were the most valuable to your personal growth, and your professional preparation.

5. Indicate which experiences were least effective.

IV. OUTCOMES

1. Indicate how you have benefited as a result of participating in this program.

2. How does your participation in this program impact your institution, community and the State of Florida?

3. Did you gain a promotion or advancement as a result of participating in this program? YES _____ NO _____

If Yes:

A. How would you attribute this to your experience in the program?

B. Where (Institution, Dept., Position)

C. When (During, after, within how long after participation)

4. Do you expect to gain promotion or advancement as a result of participating in this program? YES _____ NO _____

5. What is your overall rating of this program?

1	2	3	4	5
Excellent	Very good	Good	Fair	Poor

Mail Directly to:

Hardee Center for Women in Higher Education
Department of Educational Leadership
113 Stone Bldg.
Florida State University
Tallahassee, Florida 32306-3021

Participant Mini Case Studies

Donna Henderson

Donna Henderson had worked for Broward Community College (BCC) for 15 years, first as a faculty member and then as the Department Chair for Health, Physical Education, Recreation and Dance on the North Campus at BCC.

As a result of her participation in the Educational Leadership Enhancement Grant Program, Ms. Henderson is now the Assistant to the Vice President for Academic Affairs for CLAST and Special Projects at BCC. She is also now the ELEGP Coordinator on the BCC campus. Ms. Henderson was recently appointed to serve on the Visiting Committee for West Virginia University in Morgantown, West Virginia and has been asked to serve in a leadership role with "Kids in Distress."

Sandra Mann

Sandra Mann currently serves as Assistant Director of University Research in the Office of Research, Technology and Graduate Education at the University of Florida (UF). Ms. Mann recently accepted her new position at UF, moving from the position of Associate Director at Florida Atlantic University where she served in the Division of Sponsored Research.

Ms. Mann's participation in the Leadership Enhancement and Advancement Program has enabled her to advance her career, as she was promoted into a leadership position at a large research intensive university where her knowledge and skills enhance the State's abilities to promote, manage and increase sponsored research activities in a dynamic higher education environment.

During her career, in addition to continuing her professional education, Ms. Mann has participated in the American Business Women's Association (past President), the Society of Research Administrators (External Relations Committee), the American Society of Public Administrators, Toastmasters International and community activities such as the March of Dimes' "Walk America" project (Coordinator of Volunteers).

Debra A. Miller

Debra A. Miller, APR is an Assistant Dean and Assistant Professor in the School of Journalism and Mass Communication at Florida International University. As a participant in the Leadership Hallmark in Higher Education Program Dr. Miller was afforded the opportunity to intern and be mentored by the Vice Provost, Academic Budget and Associate Vice President for Human Resources.

As a result of her mentorship and internships Dr. Miller obtained invaluable experience with multi-million dollar budgeting which resulted in her election to a national post of the Public Relations Society of America (the world's largest professional association for public relations practitioners). On November 12, 1995 Dr. Miller becomes the first African-American to become PRSA's national Treasurer. Dr. Miller's election puts her on a clear path to the society's presidency in 1997.

Her internship and mentorship experience also aided her in becoming a highly sought after expert in the development of cultural diversity programs for the workplace and multicultural conflict resolution.

Carmen McCrink

Carmen McCrink serves as co-director of the Leadership Hallmark Project for the Florida International and Miami-Dade Community College (MDCC) consortium. She has recently been appointed to the Educational Leadership Enhancement Grant Program Advisory Committee after serving successfully as the designated representative for Dr. Eduardo J. Padron.

Ms. McCrink has worked for MDCC, Wolfson Campus, for the past 18 years. Before the Educational Leadership Enhancement Grant project was awarded to the FIU/MDCC consortium, Ms. McCrink served as Executive Director of the ARTS Program. As a result of her active participation on the Advisory Committee and her leadership experience as co-director of the Hallmark Leadership consortia, Ms. McCrink has been promoted. She now holds the position of Associate Dean for the School of Arts and Humanities. She has also recently been appointed to the Metro-Dade County Affirmative Action Advisory Board. Ms. McCrink also serves as Vice President Elect of the YWCA of Greater Miami Board and serves on the Metro-Dade Sister Cities Coordinating Council.

The Hardee Center for Women in Higher Education

Florida State University

The Hardee Center was established at Florida State University in 1977 as the Center for Studies of Women in Educational Management Services. Its founder, Dr. Melvene Draheim Hardee, envisioned the Center as a way for qualified women to move into administrative positions in colleges and universities. The Center was renamed for its founder in 1990 as the Melvene Draheim Hardee Center for Women in Higher Education.

The Center offers assistantships with mentors for select candidates who are admitted to graduate study in the Higher Education Program at Florida State University. These assistantships offer practical experience, networking luncheons, and professional development opportunities. A resource center is also maintained in Room 104 Stone Building (College of Education) on the Florida State University campus with a computerized database of resources pertaining to women in higher education. The Center was awarded a grant from the Educational Leadership Enhancement Grant Program in order to assist in the planning, administration and evaluation of this grant program.

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Sandi M. Smith, Graduate Assistant for Grant Administration

Hardee Center for Women in Higher Education, Dept. of Educational Leadership, 113 Stone Building, Florida State University, Tallahassee, FL 32306-3021, (904) 644-5867, FAX 644-1258